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AUTHOR Irmer, Larry D.; And Others
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ABSTRACT

The instructional guide for PEOPEL (Physical Education Opportunity Program for Exceptional Learners) contains 36 units of instruction for use with handicapped junior and senior high school students. The units contain basic performance objectives which have been task analyzed in an effort to individualize instruction. Each unit is divided into four sections: comments and activity experiences; performance objectives (cognitive, motor, and affective); task analysis; and student classifications (which identifies those handicaps which require activity modifications). The units are in eight areas (sample units in parentheses): aquatics (swimming and water safety); dance (folk/square and movement exploration); gymnastics (parallel bars and tumbling); individual sports (archery and golf); racquet games (badminton and handball); recreational activities (bicycling and bowling); self improvement and body maintenance (nutrition and posture); and team sports (basketball and flag football). Ten appendixes include a unit of instruction profile and sample, a performance objective assessment chart, a quiz on food fads and fallacies, and suggested warm up exercises. Also included is a section on evaluation and student assessment. (DB)

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PHYSICAL EDUCATION OPPORTUNITY PROGRAM for EXCEPTIONAL LEARNERS (PEOPEL)

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A Teacher's Guide for Secondary Schools

Arizona
Department of Education
ESEA Title III
Jewell Sisemore, Director

Phoenix Union High School System
Patrick B. Henderson, Superintendent
Carolyn L. Scott, Assistant Superintendent of Instruction
Board of Education

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PREPARED BY:

Larry D. Irmer, PEOPEL Program Coordinator
Benita C. Cowger, Physical Education Specialist
Merlin R. Norenberg, Physical Education Specialist
Gary Glasenapp, Physical Education Specialist

UNDER THE SUPERVISION OF

Edwin Long,
Physical Education Consultant

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PREFACE

The PEOPEL Teacher's Guide offers thirty-six (36) Units of Instruction which are applicable to junior and senior high school students in physical education. The PEOPEL Program is people-centered with the direct involvement of exceptional learners, student aides and the instructor in each Unit of Instruction. The Units contain basic performance objectives which have been task analyzed in an effort to individualize instruction and progress for the students participating in the PEOPEL Program. Teaching Suggestions at the end of each Unit further enable the instructor to individualize the Unit in order to meet specific needs.

The Teaching Materials Format contained in both Guides offers specific directions concerning the use of these Units of Instruction.

Within the PEOPEL Administrative Guide are other pertinent Instructional procedures including: Grading and Record Keeping System suggestions and forms; Student Aide Training Course materials; Counseling suggestions; Affective Objectives and Assessment Scales; as well as, general Administrative procedures and suggestions.

An attempt has been made to foresee questions and concerns related to the establishing of the PEOPEL Program within a physical education program at a high school and/or district. It is hoped that the suggestions contained in the Teacher's and Administrative Guides are helpful and practical.

INSTRUCTIONAL PROCEDURES

Teaching Materials Format

The content for the PEOPEL Teacher's Guide has been arranged by Activity Tracts and Units of Instruction within each Activity Tract (see Teacher's Guide, Table of Contents for listing of Activity Tracts and Units of Instruction).

An abstract preceding each Unit of Instruction gives the reader basic information concerning the content within that specific Unit. Each Unit of Instruction is divided into four (4) main sections:

Comments and Activity Experiences
Performance Objectives
Task Analysis
Student Classifications

Comments and Activity Experiences - included in this column are explanations concerning History, Equipment, Care of Equipment, Basic Rules, Etiquette, Terminology, Safety, Teaching Progressions and Skills, Teaching Suggestions, and Modified Games, all of which are related to the Unit's game, sport or activity.

Performance Objectives - to the right of the Comments and Activity Experiences column are basic Performance Objectives to be achieved by the student. There are three types of Performance Objectives in each Unit of Instruction: Cognitive (Knowledge), Motor (Skills), and Affective (Attitudes). At the beginning of each new Unit of Instruction the PEOPEL student, student aide and instructor should discuss and decide which of the Performance Objectives the PEOPEL student needs and wants to practice. Three to five performance objectives should be selected for pre and post testing with overall participation and instruction in each Unit Objective. Cognitive, Motor and Affective skills should be represented among the three to five Performance Objectives selected for testing.

Task Analysis - the task analyses are designed to be developmental and sequential to better enable the student to achieve the performance objective. When a student attempts a performance objective, he/she may be weak in certain tasks. These tasks are then practiced with the student aide in order to achieve the performance objective. When a student achieves the Task Analysis sequence he/she has completed the Performance Objective.

Student Classifications - to the right of each Task Analysis are Student Classifications. Students enrolled in the PEOPEL Program may include:

EMH - Educable Mentally Handicapped
EH - Emotionally Handicapped
HH - Hearing Handicapped
MH - Multiply Handicapped
PH - Physically Handicapped
SLD - Specific Learning Disabilities
VH - Visually Handicapped
OHI - Other Health Impaired

These are broad classifications, each of which may include a wide range of cognitive, motor and affective levels. When a Student Classification is marked with a plus (+) this suggests that there may be a major modification in teaching methods necessary to enable a student to achieve that specific task. It is this column that will require individual attention by the instructor to foresee teaching modifications essential for the success of the student and the PEOPEL Program. The coding (+) does not suggest that students within that classification can not achieve the task or performance objective, but reemphasizes the need for the one-to-one relationship of student aide and the student to accomplish the given task. The instructor must continually work with the student aide and exceptional learner so that they understand the Task Analysis for the Performance Objective on which they are working.

Selected Units of Instruction refer to an Appendix which is specifically or generally related to the Unit. Reference to and use of the information included in each Appendix (A through J) will suggest innovations to the instructor for that Unit. All Appendices may be found at the end of the Teacher's Guide (See Table of Contents).

Thirty-six (36) Units of Instruction have been developed. The length of each Unit will vary depending on student needs, interests, and progress. The PEOPEL Instructor should cooperate and work closely with the Physical Education Department Chairperson in order to arrange and plan for facilities, equipment and the length of each Unit of Instruction. It is not suggested that all 36 Units be taught/completed during one academic year. A more realistic average for the year might be eight to ten Units of Instruction.

Counseling Exceptional Learners and Student Aides

Communication and counseling with exceptional learners should be an ongoing and meaningful process. The PEOPEL Instructor must continually encourage each student to improve at his/her pace during class, as well as, meet individually with those students who require special counseling.

The strength of the PEOPEL Program is in the Student Aides. Because of this, every effort should be made by the PEOPEL Instructor to meet with student aides individually and in groups on a regular and frequent basis. This will insure that the student aides are completely aware of their roles and responsibilities, maintain a high degree of motivation, enable the instructor to encourage and praise good work, offer constructive suggestions for improvement, and share ideas which will benefit everyone involved in the PEOPEL Program. Formal meetings should be conducted as well as informal meetings before, during and after class periods.

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ACTIVITY TRACT: GYMNASTICS

UNITS OF INSTRUCTION:

TUMBLING
FLOOR EXERCISE
UNEVEN PARALLEL BARS
BALANCE BEAM
VAULTING
RINGS
PARALLEL BARS
SIDE HORSE
HORIZONTAL BARS

GRADE LEVEL: 9-12

INTRODUCTORY STATEMENT:

Since the 1972 Olympics, phenomenal growth in gymnastics has occurred, particularly in girls' gymnastics.

Instruction in gymnastics is of great value for the over-all development of the trunk, shoulder girdle and legs. Because of its demands in timing, coordination, grace of action, strength and increased control of body movement, gymnastics becomes an essential part of the well balanced physical education program for exceptional learners.

INSTRUCTIONAL CONTENT:

Included in the instructional content are knowledge, safety and skill tasks which provide the students the opportunity to experience gymnastics in its entirety. In the past, many exceptional learners have not been allowed to experience gymnastics because of physical or mental limitations. A PEOPEL Program goal is to introduce all aspects of gymnastics rather than limiting the activity to one event such as tumbling.

The instructional information provides the student a brief history and the values of gymnastics as well as the skill elements involved in order to participate. The units are written in a manner which offer students a variety of simple to complex movements in all events as well as a different dimension of movement experiences of space, force, rhythm and balance in relation to apparatus.

Also included in the instructional content are teaching suggestions, culminating activities and spotting techniques for teachers and students.

STUDENT ACHIEVEMENTS AND EXPECTATIONS:

Student achievement is directed toward three aspects of learning. Within each unit are performance objectives and suggested tasks necessary to attain the performance objectives in motor, cognitive, and affective skills.

The cognitive skills include performance objectives concerning the development and value of gymnastics, the required components for each event and terminology necessary for successful participation.

Physical skills include performance objectives in locomotion, rolling, inverted stunts and rebounding in the tumbling unit; mounting, balancing, locomotion and dismounting in the balance beam unit; mounting, swinging, circling, balancing and dismounting in the units for side horse, rings, horizontal, parallel and uneven bars; and various vaulting skills.

The affective skills center around the concern for safety of self and fellow classmates.

COMMENTS AND ACTIVITY EXPERIENCES

INTRODUCTION

Instruction in gymnastics is of great value for the over-all development of the trunk, shoulder girdle and legs. Because of its demands in timing, coordination, grace of action, strength and increased control of body movement, gymnastics becomes an essential part of the well balanced physical education program.

HISTORY

Development of gymnastics in the United States received its principal impetus from the activities of European imigrants. When the sport was introduced in this country during the Nineteenth Century, it was not enthusiastically received because it was taught in a formal, militaristic manner. Since that time, gymnastics has been modernized and is not included in most physical education programs. The Y.M.C.A., The American Turners, and the American Sokol have had a tremendous influence on the development of gymnastics in this country.

EQUIPMENT

Suggested gymnastics equipment:

A. Mats - Contour mat for each piece of apparatus.
- Folded or other type mat equivalent to 40' x 40' square area.
- 4" or 12" thickness landing mat.

B. Balance Beam - low.
Balance Beam - regulation.

C. Parallel bars.
Uneven parallel bars.

D. Side horse, buck or swedish box.

E. Reuther board or beat board.

F. Trampoline and mini trampoline.

G. Still Rings.

H. Climbing ropes.

I. Horizontal bar.

J. Gymnastic apparatus transporters.

K. Chalk (Gymn).

EQUIPMENT, CARE OF

Students will be instructed in the proper method of moving apparatus to and from the workout area. All transporting of equipment must be carefully supervised. Inspection of apparatus and mats should be made by instructor before the start of each class and students will be instructed in the proper means of checking and securing apparatus prior to mounting said equipment.

A. Mats.
1. Do not walk on mats in street shoes.
2. Clean regularly.
3. Do not drag mats.
4. Store folding mats either flat or folded. Store ensolite mats flat.
5. Do not leave ensolite mats rolled.

B. Balance Beams.
1. Clean regularly.
2. Must not be slippery; use "0" grade paper.
3. Regularly inspect supports for loose screws and T-handles for stripped threads.
4. Regularly inspect for cracks and chips.

COMMENTS AND ACTIVITY EXPERIENCES

C. Parallel and Uneven Bars.
   1. Use "0" grade emery paper to keep bars clear from chalk accumulation.
   2. Regularly inspect supports for loose screws, warped or cracked rails and check T-handles for stripped threads.

D. Side Horse.
   1. Use saddle soap to clean and keep leather in pliable and smooth condition.
   2. Tape holes where pommels fit onto the horse to avoid broken fingers when used for vaulting.
   3. Regularly inspect supports for loose screws and T-handles for stripped threads.
   4. Use "0" grade paper to keep pommels free from chalk accumulation.

E. Reuther or beat board.
   1. Pad or carpet the board.
   2. Regularly inspect for loose screws.

F. Trampoline and Mini-trampoline.
   1. Regularly inspect braces, screws, springs and bed.
   2. Clean beds periodically.
   3. Rotate or replace springs when necessary.
   4. Always store folded and locked.

G. Climbing Ropes.
   1. Regularly inspect ceiling attachment.
   2. Regularly inspect rope.

H. Horizontal bar.
   1. Use "0" grade emery paper to keep the bar clean from chalk accumulation.
   2. Regularly inspect supports or floor plates for loose screws and for frayed cables and sleeves.

I. Gymnastic Transporters.

SAFETY

In addition to inspection and caring for mats and apparatus for increased longevity of gymnastic equipment the instructor and students must be aware of the safety factors indicative to the regular inspection and repair of equipment.

The importance of safety to those participating in gymnastic activities cannot be over-emphasized, and safety rules must be observed at all times. The following are some suggestions that will aid in assuring that injuries do not occur. Discuss and demonstrate.

A. Remove all jewelry prior to entering gymnastic area.
B. Have mats placed around and under all apparatus being used.
C. Never overlap or leave gaps between mats.
D. Instruct students when practicing a stunt, to be sure that they have followed the progression developed by the instructor and student.
E. Be certain that the students understand a stunt prior to execution.
F. Instruct the students to always have a spotter to avoid serious injuries.
G. Remind the students, once they have committed themselves to the execution of a stunt, they must follow it to the completion in the best interests of safety to student and spotter.
H. Do not permit distractions in the activity area.
I. Students must not be allowed on apparatus without the presence of an instructor.
J. Instill courtesy and concern for the safety of fellow classmates.
K. Instruct students in proper spotting techniques.
L. Students must not be permitted to "horse-around" on or around the gymnastic equipment.
M. Instruct in proper care of hands.

ACTIVITY TRACT: RACQUET GAMES

UNIT OF INSTRUCTION: BADMINTON

GRADE LEVEL: 9-12

INTRODUCTORY STATEMENT:

Originally conceived in India as a game called "Poona", badminton has become a game of international fame, and currently enjoys status as a highly skilled game as well as a game for backyard fun. Today millions of people of all ages participate in badminton as a recreational activity.

INSTRUCTIONAL CONTENT:

The unit of instruction includes an extensive series of performance objectives stressing all aspects of skill, strategy and rules interpretations.

In addition the historical background of badminton provides an interesting commentary on early developmental periods.

The teaching suggestions provide keys to making badminton a successful experience for the exceptional student. Often the key to the overall success of the unit is the modifications used to make the game a skilled and competitive experience.

STUDENT ACHIEVEMENT AND EXPECTATIONS:

It is anticipated that student success will be centered primarily around a strong core of skill objectives. The skills are primarily the stroke techniques utilized during competition. The grip is also given special emphasis in relationship to the specific stroke techniques.

An integral part of playing badminton is the relationship between proper grip, wrist action and forearm rotation and footwork and timing. The ability to coordinate these skills is one of the essential student performances.

The cognitive aspects of the game are emphasized utilizing a series of performance objectives related to the history, rules and terminology essential to the game.

COMMENTS AND ACTIVITY EXPERIENCES

INTRODUCTION

Badminton provides interest to all age groups, skill levels and both sexes. The game may be mild or strenuous in that strength and power are not as important as speed and strategy. Beginners can derive a great deal of satisfaction with early exposure and minimal experience.

HISTORY

The game of badminton may have originated in India and was brough back to England by Army officers who learned the game while stationed in India. The game was originally called "Poona", probably after the City of that name.

A similar game known as "Battledore and Shuttlecock" was played in China, India and Siam at least 2,000 years ago. The name "badminton" evolved from the Duke of Beauforts' country estate, Badminton House, near the village of Badminton in England. His enthusiasm for the games of Poona stimulated widespread interest in the game that is now called Badminton.

Badminton eventually found its way into Canada and from there to the United States where the first club was founded in 1878. Tournaments in the United States are today under the control of the American Badminton Association.

EQUIPMENT

For a class of 12 students and 12 students aides, the following equipment is recommended.

A. Courts - 6.
B. Rackets - 24.
C. Shuttlecocks (plastic) - 4 dozen.
D. Presses - 12 double or 24 single.
E. Nets - 1 per court.
F. Ample free floor space to work on techniques.

EQUIPMENT, CARE OF

Students should be instructed in the proper care of equipment before it is issued. Teacher demonstrations as to proper care will serve as an excellent teaching aid during this discussion.

A. Rackets
   1. If wooden rackets are used, keep each racket in a press when not in use.
   2. Do not use a racket with a broken string.
   3. Use rackets properly.

B. Shuttlecocks - Feathers
   1. Store shuttlecocks in containers. They dry out easily.
   2. Do not store shuttlecock with racket.
   3. Take care of "feathers".
   4. Carefully remove shuttlecocks from the net, don't pull or hit shuttlecocks through net.

C. Net
   1. When unfolding nets, do so carefully to avoid knotting and tearing.
   2. Do not lean on the net.
   3. Don't hit net.
   4. When removing shuttlecock, do so carefully so as not to tear net.

PERFORMANCE OBJECTIVES	TASK ANALYSIS	EMH	EH	HH	MH	PH	SLD	VH	OHI
1. Given instruction and participation, the students will demonstrate an understanding of the history of badminton as a sport and recreational activity by achieving the task analysis. (Pre-test, Appendix A,B)	1. HISTORY Given the opportunity, the students will: - Particpate in classroom discussion. - Read and understand written material.	+		+				+	
2. Given instruction and participation, the students will demonstrate their ability to care for equipment during the unit of instruction by achieving the task analysis.	2. CARE OF EQUIPMENT Given the opportunity, the students will: - Handle equipment in a proper manner, i.e., keep rackets in press when not in use, don't use rackets with broken strings, remove shuttlecocks carefully from nets, do not hit or lean on nets. - Return all equipment in a manner suitable to the instructor. - Inspect equipment regularly and notify teacher of faulty or defective equipment.							+	

COMMENTS AND ACTIVITY EXPERIENCES

BASIC RULES

The rules should be taught prior to the activity. The basic rules should be emphasized during the unit while teaching the different skills.

A. Only the server scores points and continues to serve until he/she faults.
B. To simplify the scoring, play games to 15 points.
C. Shuttles which land on boundry lines are considered good.
D. The service and playing court ofr singles is long and narrow; the side alleys are not used.
E. Service court for doubles is short and wide; side alleys are good, back alleys are not used.
F. After the serve, the entire court is used in doubles play.
G. In doubles, both players on a team will have an opportunity to serve before "service over", except in the first inning of the game.
H. SETTING
   In singles and doubles play when the score is tied 13-13 or 14-14. The game may be extended 3 or 5 points by the player first reaching the tied score.
I. COURT POSITIONS
   1. Singles - When the service score is even, the server will serve from the right court, to the opponent's right court. When the score is odd, the serve is from left to left.
   2. Doubles - One partner serves until he/she faults then their partner serves from the other court. After a side out the serve goes over to the other team who in turn serves from the right.
J. It is not a fault if the server completely misses the shuttle on an attempted serve.
K. A serve which touches and passes over the net and falls within the proper service court is good.

ETIQUETTE

The rules of etiquette should be defined at the time the class is introduced to the unit of instruction. These rules should be reviewed as necessary during the unit of activity.

A. The server should always announce the score, giving his/her score first.
B. A serve should not be made until the receiver is ready.
C. After a fault has been made, the shuttle should be returned to the server immediately.
D. Good sportsmanship should be especially stressed at this point.

TERMINOLOGY

The following terms should be reviewed with the class and used throughout the unit of instruction. Students should be encouraged to use the following terms:

A. Alley - A 1½ foot extension on both sides of the court used in doubles play.
B. Backhand - Stroke played on the nonracket side of the body.
C. Baseline - Lines parallel to the net which limit the playing area at the end boundries of the court.
D. Bird - Shuttlecock.
E. Centerline - Divides the left and right service courts.

PERFORMANCE OBJECTIVES	TASK ANALYSIS	EMH	EH	HH	MH	PH	SLD	VH	OHI
3. Given instruction and participation, the students will display an understanding of the rules by achieving the task analysis. (Pre-test, Appendix A,B)	3. RULES Given the opportunity, the students will: - Explain the general game conduct, i.e., only the server scores points, boundary lines are considered good, games are played to 15 points and a serve which touches and passes over the net and lands in the proper service court is good. - Describe what constitutes a legal and illegal serve, i.e., the bird must be contacted below the waist with the racket head below the racket hand. - Describe the proper service position, i.e., diagonally from opponent and within the service area. - Describe the use of the service courts for singles and doubles, i.e., for singles the service court is long and narrow with the side alleys not used; for doubles the service court is short and wide, with the back alley not used; after the serve in doubles the entire court is used. Singles court play is long and narrow after serve.	+							
4. Given instruction and participation, the students will exhibit sportsmanlike behavior during the unit of instruction by achieving the task analysis.	4. ETIQUETTE Given the opportunity, the students will: - Communicate on the badminton court in a sportsmanlike manner. - Show respect to and consideration for people playing on adjacent courts. - Retrieve stray shuttles whenever necessary. - Return all shuttles to the appropriate court or player in a sportsmanlike manner.		+					+	
5. Given written material, classroom discussion and participation the students will develop a functional vocabulary by achieving the task analysis. (Pre-test, Appendix	5. TERMINOLOGY Given the opportunity, the students will: - Participate in class lecture/discussions. - Communicate using badminton terminology. - Use reference materials posted on the bulletin board.	+		+				+	

F. Clear - A stroke which sends the bird high and deep to the baseline of the opponent's court.
G. Drop Shot - Stroke in which bird falls just over the net to the floor.
H. Fault - Violation of the rules.
I. First service - The duration of the first partner's service in doubles.
J. Flick - Quick wrist action when hitting shuttle.
K. Forehand - Stroke played on the racket side of the body.
L. Inning - A side's turn at serving.
M. Net play - Players returning bird from a position close to the net.
N. Second service - The duration of the second partner's service in doubles.
O. Service over - The end of an inning.
P. Sling or throw - Shuttle held on racket during the execution of a stroke.

SAFETY

Because of the size of the court, students should be instructed early in the unit regarding the safety and handling of the equipment. Proper safety procedures should be maintained at all times.

A. Require students to wear tennis shoes and socks.
B. Instruct students to minimize collisions by calling for outer line shots.
C. Maintain sufficient unobstructed space around the courts.
D. Keep a firm grip on the racket.
E. Avoid swinging the racket unnecessarily in unassigned areas.
F. Avoid interference with other courts while play is continuing.

TEACHING PROGRESSION AND SKILLS

The following skills should be taught by discussion, demonstration and activity. Skills should be taught under passive conditions until such time as the students are ready for active drill in that particular skill.

A. GRIPS
   1. Forehand grip
      a. To obtain the grip, the throat of the racket is held in one hand with the face of the racket perpendicular to the floor.
      b. With the other hand, grasp the handle as though shaking hands with it.
      c. The thumb and forefinger of the hand gripping the racket are wrapped around the handle with the V (formed between thumb and forefingers) placed directly over the top plate of the handle.

   2. Backhand grip
      a. The backhand grip requires the racket be turned a quarter of a turn so that the top edge of the racket be turned toward the net as the backhand stroke is delivered.
      b. In addition, the thumb is placed directly along the back plate of the handle to give more power to the wrist snap and forearm rotation.

B. WRIST ACTION AND FOREARM ROTATION
   1. Proper wrist action and forearm rotation are necessary in order to successfully execute shots in badminton.
      a. The amount of wrist snap and forearm rotation at the moment of impact determine the momentum and direction of the shuttlecock.

PERFORMANCE OBJECTIVES	TASK ANALYSIS	EMH	EH	HH	MH	PH	SLD	VH	OHI
A,B).	- Give and receive verbal instructions using badminton vocabulary. - Share their knowledge with other people in the class.	+		+					
6. Given instruction and participation, the students will utilize proper safety procedures during the unit of instruction by achieving the task analysis.	6. SAFETY Given the opportunity, the students will: - Wear apporpriate playing attire. - Keep a firm grip on the racket. - Call for "their shots". - Practice only in assigned areas. - Avoid misuse of equipment.		+						
7. Given instruction and participation, the students will grip the racket using the forehand grip by achieving the task analysis. (Pre-test, Appendix A,B)	7. FOREHAND GRIP Given the opportunity, the students will: - Place hand in position on the throat of the racket held perpendicular to floor. - Grasp handle at end with "hand shake" grip. - Wrap thumb and forefinger around handle with "V" formed on top of handle.					+			
8. Given instruction and participation, the students will grip the racket using the backhand grip by achieving the task analysis. (Pre-test, Appendix A,B)	8. BACKHAND GRIP Given the opportunity, the students will: - Grasp racket with forehand grip. - Turn racket a quarter turn toward the net. - Place thumb along top of handle.								
9. Given instruction and participation, the students will develop strong wrist action and forearm rotation	9. WRIST ACTION AND FOREARM ROTATION Given the opportunity, the students will: - Explain the purpose of wrist snap and forearm rotation.	+							

b. The wrist is bent backwards during the backswing and is kept bent until just before the shuttlecock is contacted.
c. At the moment of impact, the wrist is snapped forward to throw the racket head into the shuttle. The movement is initiated by a strong rotation of the forearm and wrist.

2. Common errors:
a. Using tennis strokes with long sweeping form.
b. Lack of wrist action at moment of impact.
c. No forearm rotation to initiate contact with shuttlecock.

C. FOOTWORK AND TIMING

Footwork and timing play an important part in successful badminton participation.

1. Timing
a. Involves hitting the shuttlecock at the exact moment the swing has achieved its utmost efficiency. It must be remembered that footwork is one of the integral aspects of good timing.

2. Footwork
a. Feet are comfortably spread at approximately shoulder width.
b. Knees should be flexed slightly for a lower, quicker reflex position.
c. If a forehand stroke is used, the player's side opposite the racket hand should lead to the shuttle.
d. If a backhand stroke is used, the racket hand side should lead to the shuttle.
e. As contact is made with the shuttlecock, the player should step into the shuttle, making proper contact with the appropriate wrist action and forearm rotation.

3. Proper, quick footwork is necessary to place shoulders in a position perpendicular to the net.

4. Common errors:
a. Over-reaching for strokes instead of moving to meet the shuttle.
b. Not stepping into the shuttle as contact is made.
c. Not turning shoulders perpendicular to net.

D. FOREHAND STROKE - The forehand stroke is the basic stroke in badminton. All players should be instructed as to the use of the forehand stroke varieties.

1. The forehand strokes are similar to striking the shuttle with the palm of the hand.
2. Contact with the shuttle should be made in front of the leading hip.
3. Proper footwork is necessary to correctly use the forehand stroke.
4. Shoulders should be turned in the direction of the shuttle.
5. As the shuttle approaches, get body in proper position and draw the racket back into an appropriate position (depending on where the shuttle is in relation to the body).
6. As the point of contact is reached, stroke through the shuttle, imparting force with the wrist snap and forearm rotation.
7. After the stroke, the follow-through is short and in the direction of contact.
8. After stroke and follow-through, the student should regain his original body position (recover) and be ready for the next shot.

E. BACKHAND STROKE

1. As in the forehand stroke, contact with the shuttle should be made slightly ahead of the lead hip.
2. Proper footwork is essential in order to successfully use the backhand stroke.
3. Shoulders should be turned across the body in the direction of the shuttle.
4. As the shuttle approaches, the students should get their body in the proper

PERFORMANCE OBJECTIVES	TASK ANALYSIS	EMH	EH	HH	MH	PH	SLD	VH	OHI
during the unit of instruction by achieving the task analysis. (Pre-test, Appendix A,B)	- Bend wrist backward during backswing. - Snap wrist forward at moment of impact. - Determine how much wrist snap and forearm rotation are necessary in order to execute a variety of shots.	+							
10. Given instruction and participation, the students will develop footwork and timing during the unit of instruction by achieving the task analysis.	10. FOOTWORK AND TIMING Given the opportunity, the students will: - Participate in class discussion relative to footwork and timing. - Spread feet at approximately shoulder width. - Flex knees. - Lead with non-racket hand side of body for the forehand stroke. - Lead with the racket side of body for backhand stroke. - Step into the shuttlecock as contact has been completed.			+					
11. Given instruction and participation, the students will demonstrate their ability to use the forehand stroke by achieving the task analysis. (Pre-test, Appendix A,B)	11. FOREHAND STROKE Given the opportunity, the students will: - Use the forehand grip (See performance objective #7). - Position body with shoulders parallel to flight of bird. - Draw racket back as weight shifts to back foot. - Bring arm forward, shift weight forward. - Contact bird in front of leading hip by extending arm and snapping wrist. - Follow-through and assume a recovery position.					+			
12. Given instruction and participation, the students will demonstrate and use the backhand stroke by achieving the task analysis. (Pre-test,	12. BACKHAND STROKE Given the opportunity, the students will: - Use the backhand grip (See performance objective #8). - Initiate movement toward bird with foot on racket-side of body.					+			

position.

5. As the racket is drawn back into the appropriate position (relative to the position of the shuttle) the face of the racket should be kept higher than in the case of the forehand. This permits better wrist snap and greater flexibility for the proper forearm rotation.
6. As the point of contact is reached, stroke through and slightly upward, imparting force and direction using wrist snap and forearm rotation.
7. As the stroke is completed, the follow-through is higher, with forearm rotation.
8. A good key is: Stroke position - "thumbs are down"; follow-through position - "thumbs are up".

F. SERVICE STROKES

1. The service stroke used to put the bird in play is an underhand stroke.
2. While serving, the shuttle can be delivered short (usually done in doubles) or long (usually done in singles).
3. The proper body position should be taken with weight forward on lead foot.
4. Grip on racket is basically that used during any forehand stroke.
5. The shuttle should be held by the feathers, and positioned low and away with the body slightly bent forward at the waist.
6. After the shuttle is dropped, contact is made with the arm fully extended.
7. If a short serve is desired, the wrist remains cocked, the follow-through remains short.
8. If a long serve is desired, the wrist is snapped and the forearm is properly rotated at the instant of contact. The follow-through is high, over the opposite shoulder.
9. The greater the distance, the more wrist snap, forearm rotation and follow-through will be necessary.
10. After contact is made, slide feet in proper direction to get prepared for a return.

G. OVERHEAD STROKES

1. High Clear
   a. Racket should meet the shuttle directly above and to the right of the player's head.
   b. The follow-through should be high, toward the ceiling.
   c. Attempt to hit the shuttle higher than opponents racket with arm extended.
   d. Arm should be fully extended when contact is made with the shuttle.
   e. The face of the racket should be flat to the direction desired.
   f. Contact should be made as high as possible.
   g. As contact is made, wrist snap and forearm rotation are essential.
   h. Hit the shuttle hard, don't "push" the shuttle.
2. Smash
   a. The shuttle is met as high as the player can reach, and well out in front of the body.
   b. The follow-through is downward and across the front of the body.
   c. The wrist and forearm should be rotated very rapidly as contact is made.
   d. At the point of contact, the racket face is flat and downward.
   e. A sharp, downward angle is usually more effective than speed.
   f. As contact is made, the weight should be shifted to the lead foot, with the follow-through continuing immediately thereafter.

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PERFORMANCE OBJECTIVES	TASK ANALYSIS	EMH	EH	HH	MH	PH	SLD	VH	OHI
Appendix A,B)	- Position body with racket shoulder pointing approximately toward net. - Draw racket back, shift weight to back foot. - Pull arm forward, contact bird by extending arm and snapping wrist. - Follow-through and assume a recovery position.								
13. Given instruction and participation, the students will serve into the appropriate service court by achieving the task analysis, (Pre-test Appendix A,B)	13. SERVICE STROKES Given the opportunity, the students will: - Describe the court markings and boundaries governed by the service rules. (P.O. #3) - Assume a stance with opposite foot forward, weight on front foot. - Grip the racket using forehand grip. - Hold shuttlecock away from body by the feathers. - Draw racket back. - Swing arm underhand contacting bird with arm extended. - Keep wrist cocked for short serve. - Snap wrist with higher follow-through for long serve. - Move to a ready position after serving.	+				+			
14. Given instruction and participation, the students will perform one or more of the following overhead strokes: a. High clear b. Smash c. Drop The students will demonstrate their skill by achieving the task analysis. (Pre-test, Appendix A,B)	14a. HIGH CLEAR Given the opportunity, the students will: - Explain the use of the high clear and be able to selectively use the shot. - Grip racket using appropriate grip. - Position body behind shuttlecock with shoulders parallel to flight of bird. - Contact bird by snapping wrist with arm fully extended above and to racket side of player's head. - Follow-through toward ceiling driving bird high and deep to opponents court.	+				+ +			
	14b. SMASH Given the opportunity, the students will: - Explain the use of the smash and be able to selectively use the shot. - Grip racket using forehand grip. - Position body behind bird with shoulder. parallel to flight of bird. - Draw racket to position behind head. - Bring racket forward by extending arm. - Contact bird with quick wrist snap as	+				+ +			

3. Drop
   a. At contact point, racket face is flat and pointing directly ahead or slightly downward.
   b. Shuttle is stroked gently over the net, shuttle should not be "hit".
   c. Follow-through on the stroke is short, but evident.
   d. The most effective drop shots land close to the net.
   e. Proper body position is difficult to attain, but is still essential.

H. COURT POSITIONS
   1. Singles
      a. Waiting position is normally on the center line about 1 to 1½ feet from
      b. Players should attempt to return toward the middle of the court after each shot in order that they can better cover the entire area.
      c. All players will have to position themselves according to their skills.

   2. Doubles
      a. Side by side - Each player plays ½ of the court divided lengthwise.
      b. Front and back - This position places the server and receiver nearest the net, and, their partners farthest from the net.
         One player covers the short areas, and the other covers the long areas, of the court.

TEACHING SUGGESTIONS

The following teaching suggestions will be helpful:

A. Use adaptable drills and teaching techniques.
B. Use area drills. Shots should be directed toward specified areas of the court which can be marked off with tape or string.
C. Provide opportunities for students to practice a variety of shots, not just "play the game".
D. Teach eye-hand coordination if necessary. Some of the students lack of success is directly related to their inability to "see" the shuttle.
E. Games may be modified:
   1. Play larger courts.
   2. Play back court only.
   3. Play forecourt only.
   4. More than two players per side.
   5. Use backhand shots only.
   6. Use forehand shots only.
   7. Use a particular kind of shot only; for example the high clear.

CULMINATING ACTIVITIES

Participation in the following culminating activities will serve as a climax to the unit of instruction.

PERFORMANCE OBJECTIVES	TASK ANALYSIS	EMH	EH	HH	MH	PH	SLD	VH	OHI
	high as possible out in front of body. - Follow-through by continuing downward.								
	14c. DROP Given the opportunity, the students will: - Explain the practical use of the drop shot in badminton strategy. - Position body as if to hit clear or smash. - Bring racket through quickly until just prior to contact. - Gently push shuttlecock so it falls just over net.	+							
15. Given instruction and participation, the students will be able to position themselves according to the game and circumstances of play, by achieving the task analysis. (Pre-test, Appendix A,B)	15a. SINGLES POSITION Given the opportunity, the students will: - Position themselves on court near the center line and approximately 1½ feet in back of service line. - Return to the center of the court after each shot. - Alter court positions during the course of the game.	+				+			
	15b. DOUBLES POSITION Given the opportunity, the students will: - Position themselves on the court using the side by side method, i.e., each player takes half the court divided lengthwise. - Position themselves on the court using the front and back method, i.e., one player plays all short shots while their partner plays long shots. - Alter court position during a game. - Explain that different games (Singles and Doubles) require altering positions.	+				+			

COMMENTS AND ACTIVITY EXPERIENCES

A. Class tournaments.
   1. Singles.
   2. Doubles.
   3. Round robin.
   4. Mixed (student aide teams).
B. Intramural competition.
C. Interscholastic competition.
D. Play day activities.
E. Parks and recreation activities.

ACTIVITY TRACT: TEAM SPORTS

UNIT OF INSTRUCTION: SOCCER

GRADE LEVEL: 9-12

INTRODUCTORY STATEMENT:

People normally view soccer as a rough and active sport geared to the athlete who posesses exceptional skill and coordination. As a unit of instruction in the PEOPEL program, soccer can best be utilized to teach skills, improve neuromuscular coordination and improve the individual student's general level of fitness. In addition soccer provides a unit of activity which promotes the mutual respect and dependence of teammates, a long-standing affective objective of sport.

INSTRUCTIONAL CONTENT:

As a unit of instruction soccer requires all students to utilize their physical and intellectual abilities in a manner in which they are, to say the least, relatively unaccustomed to doing. The "foreign" nature of the game tends to reduce the skill level to a base level of coordination and agility rather than successful game achievement.

Contained within the unit of instruction is a brief history of soccer, which may have actually originated in the Han Dynasty in China. This offers the student a unique view of soccer since most people view soccer as an ancient Greek and Roman invention.

The teaching suggestions include a variety of techniques and methods of adapting the game of soccer to the individual student's level of skill. Though the adaptations are not unique in any way they do provide additional insight into the value of successful soccer experience.

STUDENT ACHIEVEMENT AND EXPECTATIONS:

Most students do not have a very substantial background in soccer. Therefore the unit of instruction includes a wide variety of performance tasks which will increase their knowledge and awareness of the game and game benefits.

The skills needed to participate are very simply divided into two primary performance areas: one, kicking skills; and two, ball handling skills.

The bulk of the performance tasks within the unit of instruction are oriented to skills and activities which can be utilized in a wide variety of sports and games. This approach to soccer places the major emphasis on affective accomplishments as opposed to accomplishments more specifically oriented to the game of soccer. In this respect the lessons learned in sportsmanship and communication far outweigh the benefits of game achievement alone.

COMMENTS AND ACTIVITY EXPERIENCES

INTRODUCTION

Soccer has long been thought of as a rough and tumble game reserved for strong, well-conditioned athletes. As a unit of activity in physical education soccer can easily be altered to teach skills, improve physical coordination and have fun without the rigors of highly competitive soccer.

HISTORY

It is often thought that soccer originated in England as a refinement of games and contests established by Greeks and Romans. But military training manuals from the Han Dynasty (about 200 B.C.) mention an activity called "TSU CHU". "TSU" means to kick with the foot and "CHU" means a ball made with leather.

In the 12th century, the game spread to England and by the early 1600's, the English public schools developed association football (soccer). Since then, soccer has become an international game played by more than seventy countries under a uniform set of rules.

Soccer was introduced in the United States about 1870. Since then, soccer has not gained as much popularity as other more "American" games and its prominence is centered mostly in urban areas which have relatively high concentrations of foreign-born people.

EQUIPMENT, CARE AND MAINTENANCE

The following list represents that equipment necessary for a class of 12 students and 12 student aides:

A. Soccer balls - 12 regulation soccer balls.
B. Playground balls - 6 assorted.
C. Scrimmage vests - 10-12 total.
D. Goals - 2-4 goals suitable for playing soccer.

Students should be instructed in the proper care and maintenance of the equipment before any equipment is issued.

A. Balls should be properly inflated and should be checked regularly.
B. Balls should not be abused. Students should be instructed not to kick them against sharp objects or sit on them.
C. Scrimmage vests should be collected after each class period.
D. Students should not hang on nets and goal posts.

BASIC RULES

All rules, basic and/or modified, should be taught prior to the unit of activity and reviewed during the appropriate instructional phases. In soccer a close relationship exists between the rules and sportsmanship, and this relationship should be stressed throughout the unit of instruction.

Because of the "foreign" nature of the game of soccer, rules and their interpretations should be demonstrated.

A. FIELD DIMENSIONS - A diagram of a soccer field is contained in any standard field dimension manual. Generally they should be from 100-120 yards long and from 55-75 yards wide. Smaller dimensions may be utilized if necessary.

PERFORMANCE OBJECTIVES	TASK ANALYSIS	EMH	EH	HH	MH	PH	SLD	VH	OHI
1. Given instruction and participation, the students will gain an understanding of the history of soccer by achieving the task analysis. (Pre-test, Appendix A,B)	1. HISTORY Given the opportunity, the students will: - Participate in lecture/discussion. - Read and understand written material.			+					
		+						+	
2. Given instruction and participation, the students will care for the equipment during the unit of instruction by achieving the task analysis.	2. EQUIPMENT, CARE AND MAINTENANCE Given the opportunity, the students will: - Participate in lecture/discussion.			+					
	- Use only that equipment recommended by the instructor.								
	- Use only equipment which is in good repair.								
	- Notify the instructor if any equipment is in need of repair or replacement.								
	- Return all equipment at the conclusion of each class period.								
	- Describe the relationship between safety and proper care/maintenance of equipment.	+							
3. Given instruction and participation, the students will demonstrate their understanding of the rules of soccer by achieving the task analysis. (Pre-test, Appendix A,B)	3a. FIELD DIMENSIONS Given the opportunity, the students will: - Participate in lecture/discussion.			+					
	- Describe the general outline of the soccer field.	+							
	- Describe the general use of the designated areas of the soccer field.	+							

B. GAME CONDUCT - Soccer is a game of continuous play, interrupted only by penalties, scoring and out of bounds balls. The ball is propelled only by the feet, head and body. (The goalkeeper is the only player allowed to touch the ball with the hands.)

The game is begun by a kickoff from the center of the field by the offensive team. The ball must be kicked forward at least one complete turn. During the kickoff, all players must be at least 10 yards away from the kicker and on their own half of the field.

Since the kickoff is an offensive maneuver, the team scored against resumes play.

Each team is composed of 11 players: one goalkeeper, two fullbacks, three halfbacks and five forwards. (Fewer or greater numbers of players may participate if desired.) The goalkeeper may handle the ball within the penalty area. In the process, he may bounce, throw, punt or move four steps with the ball without being interferred.

A goal is scored when the ball crosses over the goal line between the goal posts and beneath the crossbar.

C. FOULS AND PENALTIES - Fouls and penalties are awarded in a variety of ways. The most prominent fouls are:

1. Charging from the rear.
2. Handling the ball.
3. Holding - Impeding the progress of a player.
4. Tripping - Deliberately causing an opponent to fall by interfering with their feet and legs.

If the foul(s) occur inside the penalty area:

1. For any foul by the offensive team, a free kick shall be awarded the defending team at the spot where the foul occured.
2. For any foul committed by the defending team, a penalty kick shall be awarded the offensive team from the penalty kick mark.
3. If a double foul occurred, a drop ball shall be awarded from the spot where the foul occurred.

If the foul(s) occur outside the penalty area:

1. A free kick is awarded to the offended team at the spot where the foul occurred.
2. If a double foul occurred a drop ball shall be awarded at that spot.

In addition, there is an offside violation. Basically, a player is offside if he is nearer his opponents' goal line than the ball at the moment when the ball is played unless:

1. He is in his own half of the field.
2. There are two of his opponents nearer their own goal line than he is.
3. The ball was last touched by an opponent.
4. The ball was last touched by him.
5. He receives the ball directly from a goal kick, a corner kick or a throw-in.

D. OUT-OF-BOUNDS - When the ball is declared out-of-bounds play will resume in one of three ways.

1. Throw in - When a team permits the ball to pass completely over the touch line, a player from the opposing team shall throw the ball back into play. The player who throws the ball into play must have both feet on the ground and the throw must be made using two hands with the ball thrown from over the head. The ball must be played by another player before it can be played by the person who throws the ball.
2. Goal kick - When the ball is propelled over the goal line (but does not count as a score) by a player from the offensive team, it is place-kicked by a member of the defending team at the point where it crossed the goal line.

PERFORMANCE OBJECTIVES	TASK ANALYSIS	EMH	EH	HH	MH	PH	SLD	VH	OHI
	3b. GAME CONDUCT Given the opportunity, the students will: - Participate in lecture/discussion.			+					
	- Describe who, when and how kickoff is taken.	+							
	- Describe the number of players per team and their positions.	+							
	- Describe what constitutes a goal (score).	+							
	- Describe the game requirements relative to the handling of the ball.	+							
	3c. FOULS AND PENALTIES Given the opportunity, the students will: - Participate in lecture/discussion.			+					
	- Describe and interpret the violations and penalties, i.e., fouls inside penalty area: by offensive team-free kick for defensive team; by defensive team-penalty kick for offensive team; by both teams (double foul)-drop ball. For all fouls outside penalty area: free kick for offended team; double fouls-drop ball. For offsides-free kick by offended team.	+							
	- Assist others in calling and interpreting fouls.	+							
	3d. OUT-OF-BOUNDS Given the opportunity, the students will: - Participate in lecture/discussion.			+					
	- Correctly call violations and procedures for a: throw-in-ball rolls over touch (side) line. Taken by offended team, thrower throws ball from over head, uses both hands and keeps both feet in contact with ground; goal kick-ball sent over goal line by offensive team, outside goal posts. Place kick taken by defensive team at point where ball rolled over line; corner kick-ball over goal line by defensive team. Place kick	+						+	

3. Corner kick - If a defending player propels the ball over their own goal line (does not count as a goal) the ball is placed-kicked in by a player from the offensive team in the corner nearest where the ball went out of play.

E. FREE KICK - Whenever a free kick is awarded, the defending players must remain a minimum of 10 yards from the ball and kicker. A free kick is awarded the offended team for a foul committed outside the penalty area. A free kick is also awarded to the defensive team when the offensive team commits a foul inside the penalty area.

F. PENALTY KICK - The penalty kick is a place kick taken from the penalty mark 12 yards away from the goal. All players except the one making the kick and the goalkeeper must remain outside the penalty area until after the kick is made.

The goalkeeper must stand on the goal line between the goal posts until the ball is kicked. The player against whom the foul occurred must make the penalty kick, and kick the ball only once until it is touched by another player.

ETIQUETTE

The rules of etiquette should be defined at the time the class is introduced to the unit of instruction. These rules should be reviewed when equipment and playing rules are discussed.

A. Players should respect, and accept, the decision of the officials. Objecting to a referee's decision is deemed unsportsmanlike and could result in the player being removed from the game.
B. Players should refrain from breaking the rules. If players continuously or violently breaches the rules, they can be removed from the game for unsportsmanlike conduct.
C. Students should be instructed to retrieve stray balls whether or not they are out of play or play has been stopped because of a foul.
D. Players should be encouraged to assist other students when they are injured.
E. Students should be encouraged to assist others when calling fouls and violations.

TERMINOLOGY

The following terms should be reviewed with the students during the unit of instruction. A list of terms should be posted on the bulletin board and students should be encouraged to use these terms.

A. Caution - An official warning given by the referee to a player who:
   1. Persistently infringes on the rules.
   2. Shows dissent from any decision by a referee.
   3. Is guilty of unsportsmanlike conduct.
B. Charge - To use any part of the upper shoulder against an opponent to unbalance him. A legal charge is from the side or front only.
C. Clear - To move the ball away from the scoring area.
D. Cover (Mark) - To guard an opponent by staying near him.
E. Corner kick - A free kick awarded the offensive team taken from the corner. Results when the ball is propelled over the goal line by a member of the defensive team.
F. Direct free kick - A place kick which may result in a score when kicked into the goal.
G. Dropped ball - The referee may suspend play at any time (Example: a serious injury, or a double foul). The ball is put into play by dropping it between

PERFORMANCE OBJECTIVES	TASK ANALYSIS	EMH	EH	HH	MH	PH	SLD	VH	OHI
	taken by offensive team at corner of goal line and touch (side) line.								
	3e. FREE KICK Given the opportunity, the students will: - Participate in lecture/discussion. - Explain the free kick decision; defending team stands 10 yards from kicker. - Assist others to make free kick rulings.	 + +		 +					
	3f. PENALTY KICK Given the opportunity, the students will: - Participate in lecture/discussion. - Explain penalty kick, i.e., awarded when foul is committed in circle area by defensive team. It is kicked 12 yards from goal. Only the kicker and goalie may remain in the penalty area. - Assist others to make rulings concerning the penalty kick.	 + +		 +					
4. Given instruction and participation, the students will demonstrate sportsmanlike behavior during the unit of instruction by achieving the task analysis.	4. ETIQUETTE Given the opporunity, the students will: - Assist other students who may not understand rule interpretations. - Retrieve their fair share of stray balls. - Respect the decision of the officials. - Play soccer in a sportsmanlike manner.	 +	 + +						
5. Given instruction and participation, the students will develop a functional soccer vocabulary during the unit of instruction by achieving the task analysis.	5. TERMINOLOGY Given the opportunity, the students will: - Participate in lecture/discussion. - Communicate using soccer terminology. - Use reference materials posted on the bulletin boards.	 +		 +				 +	

one or two players from each side. The ball must hit the ground before it can be kicked by any of the players.

H. Goal kick - A kick usually, but not necessarily, taken by the goal keeper to restart play when the ball goes over the goal line, outside the goal, when last touched by the offensive team.
I. Goal line - The end line, or narrow end of the field.
J. Halfway line - The center line of the field, the half way point from goal to goal.
K. Indirect free kick - A place kick from which a score cannot be made until the ball is touched by another player.
L. Kickoff - An indirect free kick used to start each period of a game or to resume play after a score. The ball must move in a forward direction at least one full turn before another player can kick the ball.
M. Obstruction - Playing the man instead of the ball.
N. Penalty kick - A direct free kick taken from the penalty mark. This results when a foul is committed by the defending team within the penalty area.
O. Save - To prevent a goal by intercepting the ball.
P. Trap - To stop and control a ball.
Q. Tackle - To attempt to get the ball away from an opponent, to make him lose control of it, or to cause him to hurry his pass.
R. Throw-in - The method of putting the ball in play when it goes out of play over the touch line (side line).
S. Touch line - The side lines.
T. Tripping - Intentionally throwing, or attempting to throw, an opponent by the use of the legs or by stopping in front of him.

SAFETY

All safety procedures and regulations pertaining to this teaching station should be thoroughly reviewed at the beginning of the unit of instruction.

The following suggestions may make soccer safer:

A. The students should know the rules. A thorough understanding of the rules may prevent unnecessary activity which may lead to accidents or injuries.
B. A "laceless" ball should be encouraged. Laces can cause minor abrasions.
C. Students should be encouraged to master elementary skills.
D. Students should "head" only those balls which are above the head.
E. It may be advisable for students to wear shin guards.
F. When practicing "heading" a lighter and softer ball should be used.
G. The field of play should be kept clear of all obstructions.
H. The students should wear shoes which can be laced properly. Loose fitting worn-out shoes should be discouraged.

TEACHING PROGRESSION AND SKILLS

The following skills should be taught prior to actual competition.

A. KICKING THE BALL - The use of the feet in soccer is one of the most difficult things to master. The ball can be kicked with the instep of the foot, the inside of the foot, the outside of the foot and the heel of the foot. The primary skills concerned with kicking are volleying, dribbling, and kicking the ball ("on the move" or from "placement").
   1. Volleying - Meeting the ball before it touches the ground. Normally this is done by using the feet, knees and, in some cases, the body. In volleying, the "trick" is to stop the ball while it is in full flight and drop the ball to the ground under control. This is accomplished by placing the body (or body part) directly in line with the flight of the ball. As contact with the ball is made, the body (body part) should "give" with the impact, thus reducing

PERFORMANCE OBJECTIVES	TASK ANALYSIS	EMH	EH	HH	MH	PH	SLD	VH	OHI
6. Given instruction and participation, the students will demonstrate proper safety procedures during the unit of instruction by achieving the task analysis.	6. SAFETY Given the opportunity, the students will: - Describe all safety requirements and regulations.	+							
	- Demonstrate safety procedures at all times.		+						
	- Encourage others to use safety procedures.								
	- Accept suggestions from others regarding safety.		+						
7. Given instruction and participation, the students will demonstrate their ability to use their feet in controlling the ball by achieving the task analysis. (Pre-test, Appendix A,B)	7a. VOLLEYING Given the opportunity, the students will: - Participate in lecture/discussion.			+					
	- Judge direction and flight of the ball.							+	
	- Align body (body part) in direct path or flight of the ball.					+		+	
	- Extend body part as ball approaches.							+	
	- "Give" as contact with the ball is made.								

the speed of the ball while reducing the degree of bounce and/or rebound. As the ball drops to the ground, the player should regain foot control of the ball as quickly as possible.

2. Dribbling - By definition, dribbling is a series of short, zig-zag, controlled kicks made by a player. Control of the ball is maintained usually by using the inside or outside of the foot. The purpose is to either advance the ball or to elude an opponent.

   The technique is performed by merely "pushing" the ball ahead at the desired angle. Turning the toes toward the outside provides a surface to kick the ball forward and toward the inside. In this case, the kicking surface is the inside of the foot.

   Turning the toes toward the inside provides the opposite kicking surface. In this instance, the ball can easily be kicked forward and toward the outside.

   If either technique is performed while running, the player should be careful not to overstride, thus kicking the ball too hard.

3. Kicking the ball from Placement - Normally, the kicker takes several approach steps prior to actually kicking the ball. The shape of the ball dictates that best results can be obtained by kicking with the instep of the foot. The actual kicking technique consists of turning the toes of the foot slightly toward the outside and slightly downward. This slight degree of plantar flexion permits a solid kicking surface. The foot should swing in a smooth arc by flexing at the hip and extending the lower leg.

B. BALL HANDLING - Trapping, heading and tackling are skills extremely important in the game of soccer. All three of these skills require quick reflexes and a high degree of coordination.

1. Trapping - Trapping is another way of stopping and controlling the ball (Volleying, A-1). Trapping the ball is normally done with the sole of the foot. In order to trap the ball successfully, the player must be able to judge the distance, trajectory and velocity of the ball. The important point to remember is that the ball stops "dead" before possession of the ball is regained. If the player is sufficiently skilled, the ball may be trapped using the feet, the legs (usually the knees and/or shins) and in some cases a high ball can be trapped using the feet and/or legs.

2. Heading - Heading the ball is merely controlling the direction of the ball using the head to contact the ball as opposed to kicking the ball. Generally, the ball is contacted at approximately the position of the hairline of the forehead. Obviously this is not possible to do in all situations because of the opponent's jostling and the nature of the game. When heading the ball, the players must position themselves directly under and in line with the trajectory of the ball. As the ball approaches, the player should attempt to meet the ball by extending and making the neck rigid. If this is done at the precise instant, additional force will be applied to the ball.

   As the degree of skill improves, heading can be done while jumping into the air. This has the effect of applying additional force to the ball resulting in a "harder" ball with more velocity.

PERFORMANCE OBJECTIVES	TASK ANALYSIS	EMH	EH	HH	MH	PH	SLD	VH	OHI
	- Regain control of the ball as it is volleyed off the body.								
	7b. DRIBBLING Given the opportunity, the students will: - Participate in lecture/discussion. - Turn foot toward the outside; kick the ball gently forward and toward the midline of the body using the inner surface of the foot - Turn the foot toward the inside; kick the ball gently forward and laterally. - Perform the kicking sequence utilizing the inner surfaces of alternate feet, kicking the ball diagonally in front of the body.			+		+		+	
	7c. KICKING THE BALL FROM PLACEMENT Given the opportunity, the students will: - Participate in lecture/discussion. - Plantar flex foot-turn foot slightly toward the outside and downward. - Flex the hip for follow through. - Extend the lower leg for follow through. - Kick the ball in a smooth pattern.			+					
8. Given instruction and participation, the students will demonstrate their ball handling skills by achieving the task analysis. (Pre-test, Appendix A,B)	8a. TRAPPING Given the opportunity, the students will: - Participate in lecture/discussion. - Judge the trajectory and speed of the ball as it approached. - Trap the ball using the sole of the foot. - Trap the ball using both feet and/or legs. - Control the ball after the ball is trapped.			+				+	
	8b. HEADING Given the opportunity, the students will: - Participate in lecture/discussion. - Judge the trajectory and speed of the ball as it approaches. - Position head directly under and in line with the ball. - Contact the ball at the "hairline" of the forehead. - Extend neck and body contact to impart additional force to the ball.			+				+	

3. Tackling - By definition, tackling is "taking the ball away from an opposing player". Tackling can be accomplished by either trapping and heading the ball away from an opponent or by "running the opponent off the ball". A player must be aggressive and competitive in order to be a successful tackler.

4. Goal Keeping - The goal keeper plays an important part in the success of a soccer team. Generally speaking, the better the caliber of soccer, the better the goalkeeper must be. Goalkeepers among the international soccer teams represent, perhaps, some of the best players on the field in terms of reflexes and agility. One important skill in goal keeping is keeping the body under control and "catching" the ball. At all times, the goalkeeper must keep the body under control in order to move quickly to intercept shots on goal. When catching the ball, the hands and arms should be used to "smother" the ball. (Goalkeeper possession stops play and when the goalkeeper is in possession of the ball within the penalty area, he can not be interferred with.)

   If the ball can not be caught by the arms and hands, the ball should be deflected. High shots are best deflected over the crossbar and out of play. Low shots are best deflected laterally away from the goal mouth, thus reducing the angle for successive attempted shots on goal. At no time should the goalkeeper attempt to deflect the ball back into the playing area directly in front of the goal.

TEACHING SUGGESTIONS

The following teaching suggestions may be helpful:

A. Practice skills - Because many students have had only minimal experience in soccer, all skills require a greater amount of practice time. The students should be encouraged to spend time learning the skills necessary to play the game.
B. The game of soccer can be easily modified to meet the needs of the students.
C. Have fun. Soccer is an active game. Whatever rule modifications are used should be consistent with the skills of the players. This tends to increase the game activity and keep the game moving.
D. Drills, individual and group, should be encouraged.
E. The instructor should be aware of the player skill/player position relationship. Whenever possible, the student should play a position which best suits their level of competency. For example, students who are poorly coordinated and slow runners might not be asked to play as forwards.
F. A variety of rule and equipment adaptations may be utilized to beneift the students.
   1. Additional protective equipment may be necessary.
   2. Lighter and softer balls may have to be used.
   3. Temporary interruptions in play may be used to allow additional time to control the ball prior to initiating play.
   4. Restrictions on the types of skills allowed during the game can often be used to control the degree of aggressive competition.

PERFORMANCE OBJECTIVES	TASK ANALYSIS	EMH	EH	HH	MH	PH	SLD	VH	OHI
	8c. TACKLING Given the opportunity, the students will: - Participate in lecture/discussion. - Trap the ball away from opponent. - Head the ball away from opponent.			+		+		+	
	8d. GOAL KEEPING Given the opportunity, the students will: - Participate in lecture/discussion. - Keep body under control for quick moves. - "Smother" ball when catching. - Catch ball only when inside penalty area. - Explain that goal keeper possession stops play, i.e., no one can interfere with his play when within the penalty area.	+		+		+		+	

APPENDICES A,B

A. UNIT OF INSTRUCTION PROFILE

B. PERFORMANCE OBJECTIVE ASSESSMENT CHART

UNIT OF INSTRUCTION PROFILE

Student Name/ID #_____ Instructor_____ Class Period_____

Instruction Unit _____ Date Started_____ Date Completed_____

P.O. # - NAME - TASK ANALYSIS	PRE TEST RESULTS/COMMENTS	POST TEST/FINAL ASSESSMENT

UNIT OF INSTRUCTION PROFILE

Student Name/ID # Sue Brown #B98765 Instructor/Aide Joe Green Class Period 2

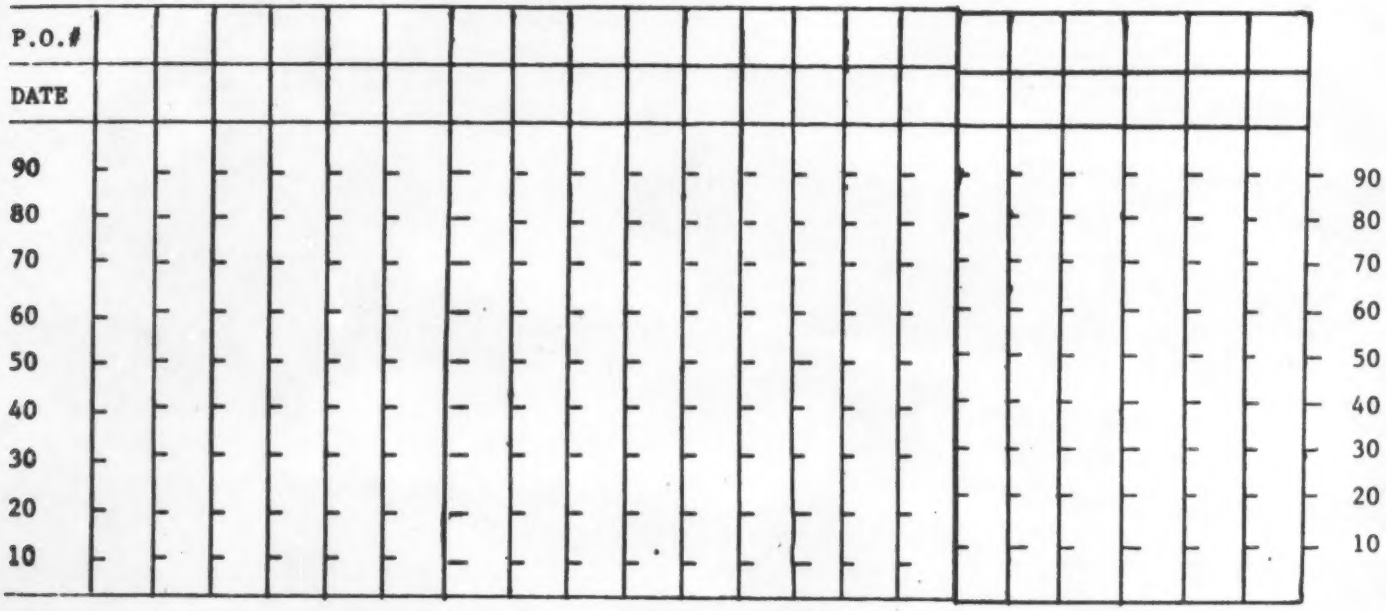
Instruction Unit Badminton Date Started 1-24-79 Date Completed 2-17-79

P.O. # - NAME - TASK ANALYSIS	PRE TEST RESULTS/COMMENTS	POST TEST/FINAL ASSESSMENT
DIRECTIONS - indicates incorrect response + indicates correct response on pretest. ⊕ indicates correct response on posttest	Tally correct responses out of total possible responses to determine % for recording on the assessment chart (see grid).	This uit is 4 weeks in duration
#3. Rules ⊕ Understand server only scores pnts. + Identify Boundary lines. + Understand 15 pts = Game. ⊕ Describe legal serve. ⊕ Describe proper service position. − Describe difference in singles & doubles service court.	1-24-79, 2 out of 6 correct. Sue understands the scoring and how many points there are in a game. We will review the other rules during class practice & games.	2-17-79, 5 out of 6 correct. Sue understands the rules well except the difference in doubles & singles service courts.
#11. Forehand Stroke + Use forehand grip. + Position body with shoulders parallel to flight of bird. ⊕ Draw racket back / shift weight to back foot. ⊕ Swing racket forward/shift weight to forward foot. ⊕ Contact bird in front of hip/ extent arm, snap wrist. + Follow through, assume recovery position. OR	1-24-79, 3 out of 6 correct. Sue has good hand-eye coordination. She has not played badminton before. We're looking forward to learning the game.	2-14-79, 6 out of 6 correct. Sue uses very good form with the forehand stroke and has good placement of shots.
#11. Forehand Stroke How many forehand strokes out of 10 tries can you get in court?	1-24-79, 4 out of 10 tries. Sue hits the bird well. Most missed shots were pulled left.	2-14-79, 8 out of 10 tries. Has forehand stroke down well. With more time would work on placement.

UNIT OF INSTRUCTION PROFILE

P.O. # - NAME - TASK ANALYSIS	PRE TEST RESULTS/COMMENTS	POST TEST/FINAL COMMENTS

PERFORMANCE OBJECTIVE ASSESSMENT CHARTS



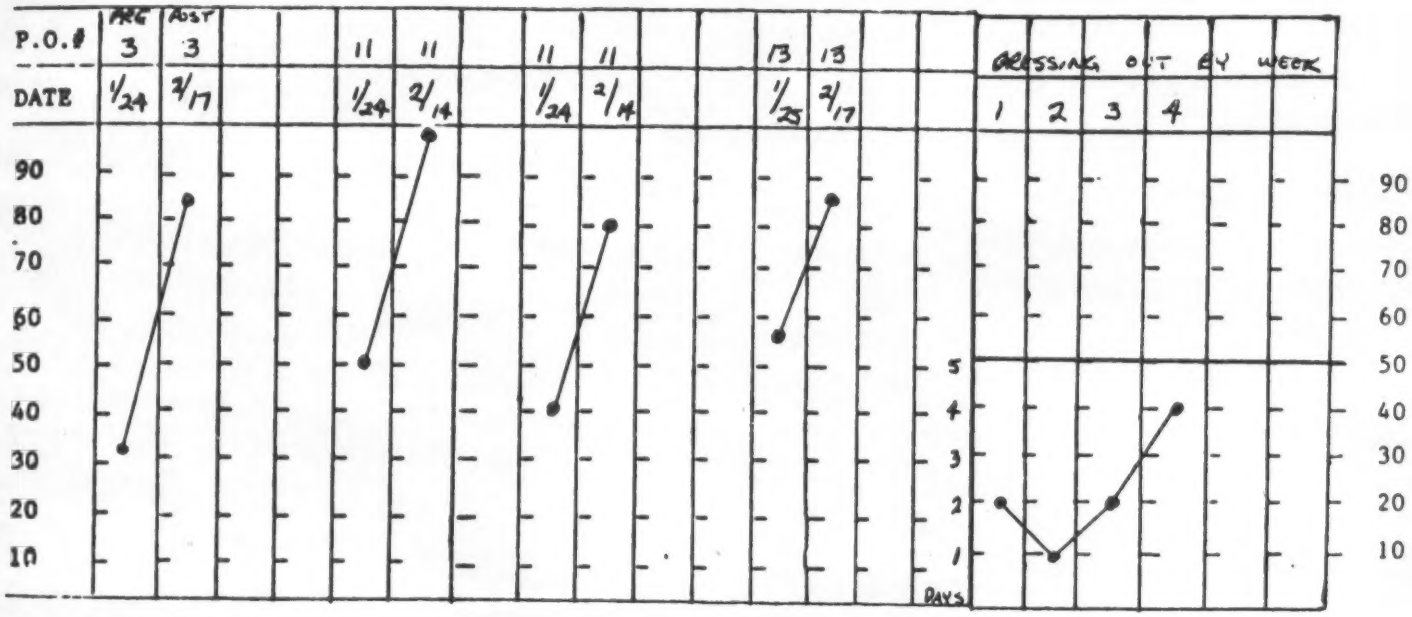
SUMMARY COMMENTS: _____

_____

UNIT OF INSTRUCTION PROFILE

P.O. # - NAME - TASK ANALYSIS	PRE TEST RESULTS/COMMENTS	POST TEST/FINAL COMMENTS
#13. SERVICE (LONG)	1-25-79, 4 out of 7 correct.	2-17-79, 6 out of 7 correct.
+ Assume stride stance/weight forward.	Sue & I are going to	Sue has worked hard. Her
+ Forehand grip	practice on getting the serve	serve is more accurate
⊕ Hold bird away from body by feathers.	deeper into the court.	and is almost always near
+ Draw racket back.		the baseline.
⊕ Swing underhand, contact bird below waist.		
⊕ Snap wrist, follow through.		
– Assume ready position.		
Alternative P.O.	Sue does not like to dress out	
Dressing out in P.E. uniform.	for P.E. We have an agreement	
	to dress out at least twice	
	during the week	

PERFORMANCE OBJECTIVE ASSESSMENT CHARTS



SUMMARY COMMENTS: _____

PEOPEL STUDENT EVALUATION

The purpose of the PEOPEL Student Physical Fitness and Physical Education Attitude measures is twofold. First, student evaluation enables the teacher and each student to measure the extent of his/her own progress. Having this information helps the teacher and students individualize necessary activities for improvement. Second, it demonstrates the validity and reliability of the PEOPEL Project as related to its stated goal and objectives.

The Phoenix PEOPEL Project appreciates your involvement, input, and assistance in this Student Evaluation.

The individual characteristics for measurement in the PEOPEL Physical Fitness testing include strength, flexibility, agility and endurance. The PEOPEL Fitness test should be administered at the beginning of the school year, in the middle if desired, and again at the end of the school year in order to determine the amount of improvement that each student has made.

Each subtest is explained in detail as to the equipment needed, how to administer, and how to record the results. The directions are given in general terms for students and their partners. It is recommended that partners include a student aide and a PEOPEL student. Scores are necessary for each PEOPEL student. Test scores for student aides need not be sent to the Phoenix PEOPEL Project.

All subtests, except the optional 600 yd. run/walk, can be completed in one class period of 50 minutes.

A suggested method of organization is to begin with the Bent Knee Sit Ups. All students have partners. One set of partners do their sit ups in 60 seconds, then they change places and the second set performs their sit ups.

After recording the Bent Knee Sit Ups, place the students in three (3) different groups. Each group moves from one of the remaining stations to the next as a unit. At each of the remaining stations, (Flexed Arm Hang, Sit and Reach and Shuttle Run), assign 2 student aides, who have been instructed on how to administer the subtests, to be responsible for measuring and/or timing the students in each group.

Results should be recorded on the attached form for the easiest data gathering process for the PEOPEL Project Evaluators.

Please send a copy of the results of the Fitness tests, administered at the start (September) and end (April) of the school year to:

PEOPEL Project
Student Evaluation
2910 N. 19th Ave.
Phoenix, AZ 85015

Physical Fitness Tests

A. Bent Knee Sit Ups - to measure abdominal strength and endurance.

1. Equipment needed - A stop watch and matted area.
2. How to administer - The student lies on his/her back with knees bent. Hands are placed behind the neck with fingers interlaced. A partner holds the performers ankles so that the heels remain in contact with the mat at all times. The partner also counts the sit ups. The student sits up touching elbows to knees, returns to starting position making sure that the elbows are flat on the mat before sitting up again. The total number of sit ups within sixty (60) seconds is recorded.

B. Flexed Arm Hang - to measure strength and endurance of the arms and shoulders.

1. Equipment needed - A stop watch and a horizontal bar.
2. How to administer - With an overhand grip and the assistance of two spotters, the student flexes his/her elbows and raises the body off the floor so that the chin is above, but not touching, the horizontal bar. The student must hold this position as long as possible. The number of seconds that the student maintains the proper position is recorded to the nearest tenth of a second.

C. Modified Sit and Reach - to measure hip and back flexion as well as elasticity of hamstring and shoulder muscles.

1. Equipment needed - A yardstick, masking tape and a wall. Place the yardstick on the floor, perpendicular to the wall (the 36 inch end of the yardstick is against the wall). Tape the yardstick in place at the 36 inch line and across the 15 inch line.
2. How to administer - The student assumes a straight leg sitting position on the floor with legs about five (5) inches apart and heels against the fifteen (15) inch tape line. A partner's feet are used to brace the performer's feet so that the heels will not slide over the line. The performer should reach as far forward as possible placing both hands onto the yardstick and hold. The best of three trials is recorded in inches to the nearest half inch.

D. Shuttle Run - to measure speed and change of directions (agility).

1. Equipment needed - Two (2) stop watches, 4 blocks of wood (2"x 2"x4") and two lines measuring thirty (30) feet apart.
2. How to administer - Two students can be tested together. The students start from a standing position behing the starting line. Behing the far line are 2 blocks of wood for each performer. At the starting signal both students race to his/her blocks, pick one up, and run back to the starting line. The best time of two trails is recorded to the nearest tenth of a second. Adequate rest time should be provided between trials.

E. 600 Yard Run/Walk (Optional test) - to measure cardiovascular endurance.

1. Equipment needed - A stop watch and a track or any 600 yard area.
2. How to administer - Student choose partners. One of the partners runs and/or walks a 600 yard distance while the other partner remains at the finish line. At the signal "Ready? Go!" the first partner begins running. Walking is permitted, but the object is to cover the distance in the shortest possible time. Then each student listens for and remembers his/her running partner's time as the latter crosses the finish. The timer merely calls out the times as the runners cross the finish line. The time to the nearest second is recorded. Repeat for the other partners.

Physical Education Attitude Test

A. Wear's Physical Education Attitude Scale (Modified) - to measure student attitude toward physical education and activity.

1. Supplies needed - Pencils and Surveys, one per student.
2. How to administer - Pair up the class, one - three students of equal ability to one student aide. The students together with the aide read aloud each statement and explain the meaning (if necessary). Each student then marks the box of the response that most agrees with his/her feelings. The test may be administered in its entirety in approximately fifteen (15) minutes. Scoring is explained on the last page of the survey. There are 150 Total Points. Pre and post-test scores demonstrate the student's attitude toward physical education and activity during their PEOPEL class experiences.

PEOPEL PHYSICAL FITNESS & WEAR'S ATTITUDE SURVEY SCORES

(School) _____

STUDENT NAME Last, First	Sit Ups		Flexed Arm Hang		Sit & Reach		Shuttle Run		600 Yd Run (Optional)		Wear's Survey	
	Date		Date		Date		Date		Date		Date	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post

WEAR'S PHYSICAL EDUCATION ATTITUDE SCALE (MODIFIED)

PEOPEL PROGRAM

Directions: There are five possible responses to each statement: Strongly Agree, Agree, Do Not Know, Disagree, Strongly Disagree.

Consider physical education only as an activity class taught during the regular school day. Mark an "X" in the box which best answers the statement for you.

Your own experiences and feelings should help you answer the statement. In no way will your answers affect your grade in any class.

	Strongly Agree		Agree	Do Not Know	Disagree	Strongly Disagree
1. If some school classes have to be dropped, P.E. should be dropped. -	1					
2. Playing and working with others in P.E. helps students learn to understand each other.	2					
3. P.E. games and sports do <u>not</u> help students learn to control emotions or feelings of anger, fright, happiness, etc. -	3					
4. Playing hard in P.E. activities gets students interested in dressing out and taking showers.	4					
5. P.E. is a class that is good in helping students learn about getting along with other people.	5					
6. A student's body is usually strong enough without playing and working in P.E. -	6					
7. I would take P.E. only if I had to. -	7					
8. Playing games and sports in P.E. helps students become more fun to be around.	8					
9. It is important that students learn and improve physical skills such as running, jumping, shooting baskets or hitting a ball.	9					
10. Doing exercises each day is good for your health.	10					

WEAR'S PHYSICAL EDUCATION ATTITUDE SCALE (MODIFIED)

PEOPEL PROGRAM

Directions: There are five possible responses to each statement: Strongly Agree, Agree, Do Not Know, Disagree, Strongly Disagree.

Consider physical education only as an activity class taught during the regular school day. Mark an "X" in the box which best answers the statement for you.

Your own experiences and feelings should help you answer the statement. In no way will your answers affect your grade in any class.

		Strongly Agree		Agree	Do Not Know	Disagree	Strongly Disagree
11.	A student would be better off emotionally if he did not play games and sports in PE. -	11					
12.	Physical skills like running, shooting baskets, hitting a ball, etc. are not necessary to lead a full life. -	12					
13.	P.E. does more harm to the body than it does good. -	13					
14.	Practicing a physical skill helps relax the mind.	14					
15.	Playing games and sports with other students in P.E. is fun.	15					
16.	P.E. does not offer anything that can be of use outside the class time. -	16					
17.	There should not be more than two periods of P.E. during the week. -	17					
18.	It is harder to make friends in PE classes than in other classes. -	18					
19.	In P.E. activities such as football, volleyball, and softball, students form groups of teams. Belonging to a group is a good experience for students.	19					
20.	Students do not learn enough from P.E. to make it worth the time spent in class. -	20					

WEAR'S PHYSICAL EDUCATION ATTITUDE SCALE (MODIFIED)

PEOPEL PROGRAM

Directions: There are five possible responses to each statement: Strongly Agree, Agree, Do Not Know, Disagree, Strongly Disagree.

Consider physical education only as an activity class taught during the regular school day. Mark an "X" in the box which best answers the statement for you.

Your own experiences and feelings should help you answer the statement. In no way will your answers affect your grade in any class.

		Strongly Agree	Agree	Do Not Know	Disagree	Strongly Disagree
21. P.E. is an important class in helping students learn about good all-around health.	21					
22. There are no good lessons that are learned from playing games and sports in P.E. -	22					
23. People get all the exercise they need just by doing their daily work. -	23					
24. It will help students if they play and work for an hour each day in a P.E. class.	24					
25. P.E. activities seem to upset students. -	25					
26. P.E. helps develop student mentally and emotionally, P.E. should be included at every school.	26					
27. P.E. encourages students to do better than other students in many activities. This makes students dislike each other. -	27					
28. I would advise anyone to take P.E.	28					
29. Physical education classes do not help make you feel better. -	29					
30. P.E. really helps students get stronger which helps them do their daily tasks better.	30					

Scoring: A negative statement followed by a (-) is scored 1,2,3,4,5,; a positive statement with no (-) is scored 5,4,3,2,1.